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# South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities

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Listening, Viewing, Speaking Standards



Board Approved  
November 19, 2007

## Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

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**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

## **LISTENING, VIEWING, AND SPEAKING KINDERGARTEN**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>K.LVS.1.1. (Knowledge) Students can follow simple two-step oral directions.</b>	
<b>Extended Content:</b> <b>K.A.LVS.1.1. (Knowledge) Students can follow three or more one-step directions with a model.</b>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow four or more one-step directions with a representation.	<ul style="list-style-type: none"> <li>• Stand up.</li> <li>• Hit switch.</li> <li>• Hang coat.</li> </ul>
<b>Applying:</b> Follow three or more one-step directions with a representation.	<ul style="list-style-type: none"> <li>• Hands down.</li> <li>• Voice quiet.</li> </ul>
<b>Developing:</b> Respond to name and imitate a one-step direction.	<ul style="list-style-type: none"> <li>• Janell, sit down.</li> <li>• Pat, stand up.</li> </ul>
<b>Introducing:</b> Respond to their first name.	<ul style="list-style-type: none"> <li>• Look towards person saying their name.</li> </ul>

**General Education Standard:**  
**K.LVS.1.2. (Application) Students can follow rules of conversation in group situations.**

**Extended Content:**  
**K.A.LVS.1.2. (Knowledge) Students can focus on teacher/speaker presenting information.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Focus on speaker while maintaining a quiet voice.	<ul style="list-style-type: none"> <li>• Look at and attend to speaker.</li> </ul>
<b>Applying:</b> Focus on teacher/speaker presenting information.	<ul style="list-style-type: none"> <li>• Sit quietly and attend to presenter.</li> <li>• Attend to material being presented.</li> </ul>
<b>Developing:</b> Focus on a familiar object/sound.	<ul style="list-style-type: none"> <li>• Attend to family member, teacher or peer.</li> <li>• Attend to favorite toy.</li> </ul>
<b>Introducing:</b> Localize to a sound/cue.	<ul style="list-style-type: none"> <li>• Look/turn toward touch/sound.</li> </ul>

**General Education Standard:**  
**K.LVS.1.3. (Application) Students can identify different facial expressions, body language, and signals.**

**Extended Content:**  
**K.A.LVS.1.3. (Knowledge) Students can match feelings/signals to representations.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Identify feelings/signals from a representation.	<ul style="list-style-type: none"> <li>• I feel _____. Point to happy or sad.</li> </ul>
<b>Applying:</b> Match feelings/signals to representations.	<ul style="list-style-type: none"> <li>• Match steps of fire drill, tornado drill.</li> <li>• Match happy face to happy face.</li> </ul>
<b>Developing:</b> Imitate feeling in representation of facial expression.	<ul style="list-style-type: none"> <li>• Teacher smiles so student smiles.</li> <li>• Model representation of emotion card.</li> </ul>
<b>Introducing:</b> Respond to settings of like/dislike nonverbally.	<ul style="list-style-type: none"> <li>• Raise arm or kick leg when excited.</li> </ul>

**General Education Standard:**  
**K.LVS.1.4. (Application) Students can use patterns and picture organizers to remember everyday information.**

**Extended Content:**  
**K.A.LVS.1.4. (Application) Students can transition from one activity to another with a representative cue.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Follow a schedule within their daily routine.	<ul style="list-style-type: none"> <li>• Utilize a picture symbol.</li> <li>• Move from activity to activity.</li> </ul>
<b>Applying:</b> Transition from one activity to another with a representative cue.	<ul style="list-style-type: none"> <li>• Move from one activity to another with a representation.</li> </ul>
<b>Developing:</b> Choose between two representations of activities.	<ul style="list-style-type: none"> <li>• Representation of ball and puzzle – student picks ball for activity.</li> </ul>
<b>Introducing:</b> Attend/respond to a representation of an activity.	<ul style="list-style-type: none"> <li>• Show representation of ball and then attends to a ball activity.</li> </ul>

**General Education Standard:**  
**K.LVS.1.5. (Comprehension) Students can speak in complete sentences to tell about people, places, or things.**

**Extended Content:**  
**K.A.LVS.1.5. (Comprehension) Students can complete a sentence with a representation to communicate a want.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Create a sentence with representations to communicate a want.	<ul style="list-style-type: none"> <li>• Pick “I,” “want,” “a,” and “book,”</li> </ul>
<b>Applying:</b> Complete a sentence with a representation to communicate a want.	<ul style="list-style-type: none"> <li>• Point to a picture symbol.</li> </ul>
<b>Developing:</b> Communicate a want with a representation.	<ul style="list-style-type: none"> <li>• Point to a communication book symbol to indicate a want or need.</li> </ul>
<b>Introducing:</b> Attend/respond to a representation to communicate a want.	<ul style="list-style-type: none"> <li>• Locate a picture/representation.</li> </ul>

**General Education Standard:**

**K.LVS.1.6. (Application) Students can contribute to group discussions on a topic.**

**Extended Content:**

**K.A.LVS.1.6. (Comprehension) Students can communicate using a representation that matches the discussion topic.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Communicate an answer to a simple question on the discussion topic.	<ul style="list-style-type: none"><li>• What did you see in the story? – Point to a representation of a character from the story.</li></ul>
<b>Applying:</b> Communicate using a representation about the discussion topic.	<ul style="list-style-type: none"><li>• Brown Bear, Brown Bear...I see a _____. – Locate a representative for what is seen on the page.</li></ul>
<b>Developing:</b> Communicate through matching representations about the discussion topic.	<ul style="list-style-type: none"><li>• Match dog to dog after attending to a text presented on a dog.</li></ul>
<b>Introducing:</b> Attend/respond to a representation about the discussion topic.	<ul style="list-style-type: none"><li>• Touch a representation of a character from a presented text.</li></ul>

**General Education Standard:**

**K.LVS.1.7. (Application) Students can tell about an experience or story in sequence with or without visual aids.**

**Extended Content:**

**K.A.LVS.1.7. (Knowledge) Students can participate in sharing and telling about an item or experience with others with teacher prompts.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Share and tell one detail about an item with others when given a representational prompt.	<ul style="list-style-type: none"><li>• Show and tell – Say dog as he/she holds up a dog.</li></ul>
<b>Applying:</b> Participate in sharing and telling about an item with others with teacher prompts.	<ul style="list-style-type: none"><li>• Show and tell – Imitate what the teacher says.</li></ul>
<b>Developing:</b> Participate in sharing an item with others.	<ul style="list-style-type: none"><li>• Show and tell – Activate a switch to tell about an object he/she have brought.</li></ul>
<b>Introducing:</b> Attend/respond to item being shared with group.	<ul style="list-style-type: none"><li>• Touch an item being shared.</li></ul>

**General Education Standard:**

**K.LVS.1.8. (Knowledge) Students can recite short poems, rhymes, songs, and stories with repeated patterns.**

**Extended Content:**

**K.A.LVS.1.8. (Knowledge) Students can imitate repetitive parts of rhymes, poems, stories or songs with representational cues.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Communicate repetitive parts of rhymes, poems, stories or songs with representational cues.	<ul style="list-style-type: none"><li>• Communicate “Itsy Bitsy Spider” after hearing it several times.</li></ul>
<b>Applying:</b> Imitate repetitive parts of rhymes, poems, stories or songs with representational cues.	<ul style="list-style-type: none"><li>• Imitate part of phrase either through using pictures, words, vocal intonation, and/or facial expressions.</li><li>• Imitate “Itsy Bitsy Spider” movements while trying to say the words.</li></ul>
<b>Developing:</b> Participate in repetitive parts of rhymes, poems, stories or songs with representational cues.	<ul style="list-style-type: none"><li>• Show anticipatory excitement to repetitive phrase.</li><li>• Demonstrate response to participate in the rhyme, poem, story, or song.</li><li>• Activate switch to state repetitive phrase.</li></ul>
<b>Introducing:</b> Attend/respond to repetitive parts of rhymes, poems, stories or songs.	<ul style="list-style-type: none"><li>• Demonstrate response or attend to presentation of rhyme, poem, stories or songs.</li></ul>

**General Education Standard:**

**K.LVS.1.9. (Knowledge) Students can identify personal and emergency information.**

**Extended Content:**

**K.A.LVS.1.9. (Knowledge) Students can identify personal information (name) with a representational cue.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Identify personal information (name and immediate family members) with a representational cue.	<ul style="list-style-type: none"><li>• When given two sets of information, pick the set that is the student’s personal information.</li><li>• Identify name and immediate family members when presented with a representation such as picture, object cue, or an object representing the person.</li></ul>

<p><b>Applying:</b> Identify personal information (name) with a representational cue.</p>	<ul style="list-style-type: none"> <li>• Use a file folder - find name.</li> <li>• Pick out name when presented with a distracter.</li> </ul>
<p><b>Developing:</b> Match personal information (name) to representational cue.</p>	<ul style="list-style-type: none"> <li>• File folder – match name to name.</li> <li>• Match name, age, mom, dad, siblings.</li> </ul>
<p><b>Introducing:</b> Attend/respond to personal information (name).</p>	<ul style="list-style-type: none"> <li>• Show a response to personal information, i.e. name, parents, etc.</li> <li>• Demonstrate a differential response to name.</li> </ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING FIRST GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
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<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
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<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**

**1.LVS.1.1. (Application) Students can repeat and follow three-step oral directions.**

**Extended Content:**

**1.A.LVS.1.1. (Knowledge) Students can imitate two step directions.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow two step directions with gesture/picture cues.	<ul style="list-style-type: none"> <li>Point to paper on floor and then desk and cue “pick up paper and put on desk.”</li> <li>Show picture of balls in bin and pick up the balls and puts them in a ball bin.</li> <li>Follow first/then direction with cues</li> </ul>
<b>Applying:</b> Imitate two step directions.	<ul style="list-style-type: none"> <li>Show how to complete a two step task such as fold paper in half then color.</li> </ul>
<b>Developing:</b> Follow five one step directions.	<ul style="list-style-type: none"> <li>Follow simple three/four word requests such as stand up, sit down, give me, do this, etc.</li> </ul>
<b>Introducing:</b> Respond to name and request to imitate an action.	<ul style="list-style-type: none"> <li>Respond to cue of name paired with demonstration of simple request that is within physical ability. <b>Example:</b> “Sally, press your switch.”</li> </ul>

**General Education Standard:**

**1.LVS.1.2. (Application) Students can follow rules of conversation in a group situation.**

**Extended Content:**

**1.A.LVS.1.2. (Knowledge) Students can follow rules of conversation in a one-to-one setting with a model to participate in one conversational turn.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Follow rules of conversation to participate in one conversational turn in a group situation.	<ul style="list-style-type: none"><li>• Hit switch to participate in conversational turn.</li><li>• Wait turn to give a response in group.</li><li>• Get an adult’s attention in a group and then give a response.</li></ul>
<b>Applying:</b> Follow rules of conversation in a one-to-one setting with a model to participate in one conversational turn.	<ul style="list-style-type: none"><li>• Imitate turn taking.</li><li>• Respond to cue of my turn/your turn.</li></ul>
<b>Developing:</b> Respond to a conversational turn in a one on one situation.	<ul style="list-style-type: none"><li>• Respond to handing of an object when it is the student’s turn.</li><li>• Respond to cue/name to respond to conversation.</li><li>• Take turns in a game.</li></ul>
<b>Introducing:</b> Respond to cue to take a conversational turn during a one on one situation.	<ul style="list-style-type: none"><li>• Respond by accessing technology. (switch, picture card, etc)</li><li>• Respond to a cue in a conversation.</li><li>• Attend to a conversation.</li></ul>

**General Education Standard:**

**1.LVS.1.3. (Application) Students can utilize visual organizers which include words for listening and viewing.**

**Extended Content:**

**1.A.LVS.1.3. (Comprehension) Students can follow a schedule within a daily routine.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Manipulate an organizer to find information.	<ul style="list-style-type: none"><li>• Locate date on calendar.</li><li>• Use a daily schedule.</li><li>• Locate information on a schedule to answer questions.</li></ul>
<b>Applying:</b> Follow a schedule within a daily routine.	<ul style="list-style-type: none"><li>• Follow a visual or verbal schedule.</li><li>• Follow a mini schedule.</li></ul>

<b>Developing:</b> Transition from one activity to another with a representation.	<ul style="list-style-type: none"> <li>• Carry book to library.</li> <li>• Carry ball to recess.</li> <li>• Match transition representation to representation at the location of the activity.</li> </ul>
<b>Introducing:</b> Attends to representation of the presented activity.	<ul style="list-style-type: none"> <li>• Respond to a presentation.</li> </ul>

<p><b>General Education Standard:</b>  <b>1.LVS.1.4. (Comprehension) Students can tell stories in sequence with details.</b></p> <p><b>Extended Content:</b>  <b>1.A.LVS.1.4. (Comprehension) Student can participate in sharing and telling about a personal experience with others.</b></p>	
Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Share two details from a story or personal experience.	<ul style="list-style-type: none"> <li>• Share name of a character in a story and one fact from the story.</li> <li>• Sequence two things done during a personal experience.</li> </ul>
<b>Applying:</b> Participate in sharing and telling about a personal experience with others.	<ul style="list-style-type: none"> <li>• Use assistive technology to share one fact about an experience.</li> </ul>
<b>Developing:</b> Participate in sharing a personal experience with others.	<ul style="list-style-type: none"> <li>• Match personal experience information on a topic/representation board.</li> <li>• Access switch to share a personal experience.</li> <li>• Access assistive technology such as Intellikeys/Step by Step to share a personal experience.</li> </ul>
<b>Introducing:</b> Attend/respond to a personal experience being shared with the group.	<ul style="list-style-type: none"> <li>• Demonstrate a response that represents attending when presented with information/representation related to a personal experience from a member of the group.</li> </ul>

<p><b>General Education Standard:</b>  <b>1.LVS.1.5. (Synthesis) Students can express ideas in complete sentences using correct grammar.</b></p> <p><b>Extended Content:</b>  <b>1.A.LVS.1.5. (Application) Student can create (verbal/pictorial or representational object) a sentence with representations to communicate a want or a need.</b></p>
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Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Create a sentence with representations to communicate an idea.	<ul style="list-style-type: none"> <li>• Communicate an intelligible idea.</li> </ul>
<b>Applying:</b> Create (verbal/pictorial or representational object) a sentence with representations to communicate a want or a need.	<ul style="list-style-type: none"> <li>• Sequence a verb and a noun to make a request such as “want ____.”</li> </ul>
<b>Developing:</b> Complete a sentence with a representation to communicate a want or need.	<ul style="list-style-type: none"> <li>• Add a noun or a verb to complete a request. I want _____ (ball/drink.)</li> <li>• I (want/do not want) drink.</li> <li>• Match picture cards to create a request.</li> <li>• Match object cards to create a request.</li> </ul>
<b>Introducing:</b> Attend/respond to a representation to communicate a want or a need.	<ul style="list-style-type: none"> <li>• Demonstrate a response to presentation of a want or need.</li> </ul>

**General Education Standard:**

**1.LVS.1.6. (Comprehension) Students can answer questions related to the topic.**

**Extended Content:**

**1.A.LVS.1.6. (Comprehension) Student can communicate an answer to a simple question on the discussion topic.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Communicate an answer to a simple wh- question on the discussion topic	<ul style="list-style-type: none"> <li>• Answer simple wh questions.</li> <li>• Identify function of objects.</li> </ul>
<b>Applying:</b> Communicate an answer to a simple question on the discussion topic.	<ul style="list-style-type: none"> <li>• Respond to a question using topic boards, assistive technology, verbals, yes/no.</li> </ul>
<b>Developing:</b> Communicate using a representation about the discussion topic.	<ul style="list-style-type: none"> <li>• Match the correct answer to a question.</li> <li>• Indicate a correct response when given a choice.</li> </ul>
<b>Introducing:</b> Attend/respond to a discussion on a topic with a representation.	<ul style="list-style-type: none"> <li>• While discussing a character in a story demonstrate a response to a representation from the story.</li> </ul>

**General Education Standard:**

**1.LVS.1.7. (Knowledge) Students can tell extended personal information.**

**Extended Content:**

**1.A.LVS.1.7. (Knowledge) Students can identify personal information (name, family members) with a representational cue.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify personal information (name, family members, town, and phone number) with a representational cue.	<ul style="list-style-type: none"><li>• Identify name, name of parents, home town, etc.</li></ul>
<b>Applying:</b> Identify personal information (name, family members) with a representational cue.	<ul style="list-style-type: none"><li>• Identify picture visual or representation of personal information with no distracters.</li></ul>
<b>Developing:</b> Match personal information (name and family members) with a representational cue.	<ul style="list-style-type: none"><li>• Match representations of personal information.</li></ul>
<b>Introducing:</b> Attend/respond to personal information (name and family members) with a representational cue.	<ul style="list-style-type: none"><li>• Demonstrate a response when presented with verbal or representation of name and family members.</li></ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING SECOND GRADE**

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<b>Continuum of frequency, setting, and support.</b>	
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<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>2.LVS.1.1. (Application) Students can repeat and follow four-step oral directions.</b>	
<b>Extended Content:</b> <b>2.A.LVS.1.1. (Comprehension) Students can follow two-step directions.</b>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Follow three-step directions with a representation.	<ul style="list-style-type: none"> <li>• Follow a three step sequence such as brush teeth, wash hands, wipe mouth.</li> <li>• Follow a three step instruction such as take off coat, walk to desk and get out a book.</li> </ul>
<b>Applying:</b> Follow two-step directions.	<ul style="list-style-type: none"> <li>• Point to paper on floor and then desk and cue, "Pick up paper and put on desk."</li> <li>• Show picture of balls in bin and student picks up the balls and puts them in a ball bin.</li> <li>• Follow first/then direction with cues.</li> </ul>
<b>Developing:</b> Imitate two-step directions.	<ul style="list-style-type: none"> <li>• Complete a two step task such as fold paper in half then color.</li> </ul>

<b>Introducing:</b> Respond to name and follow a one-step direction with a representation.	<ul style="list-style-type: none"> <li>Respond to cue of and simple request.</li> </ul> <b>Example:</b> “Sally, press your switch.”
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**General Education Standard:**  
**2.LVS.1.2. (Application) Students can follow rules of conversation and respond appropriately.**

**Extended Content:**  
**2.A.LVS.1.2. (Comprehension) Students can follow rules of conversation in a one-to-one setting.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Follow rules of conversation in a small group setting.	<ul style="list-style-type: none"> <li>Use step-by-step communicator or other assistive technology to take conversational turn.</li> <li>Gain attention before speaking/communicating.</li> <li>Speak and stay on topic.</li> </ul>
<b>Applying:</b> Follow rules of conversation in a one-to-one setting.	<ul style="list-style-type: none"> <li>Take conversational turn by responding to questions.</li> <li>Use volume/emotion in conversation with one person.</li> <li>Seek information during a conversation.</li> </ul>
<b>Developing:</b> Follow rules of conversation in a one-to-one setting with a model.	<ul style="list-style-type: none"> <li>Imitate turn taking.</li> <li>Respond to cue of my turn/your turn.</li> <li>Engage in a greeting sequence.</li> <li>Use social story scripts to participate in a conversation/interaction with another person.</li> </ul>
<b>Introducing:</b> Participate in turn-taking activities.	<ul style="list-style-type: none"> <li>Respond by accessing technology (switch, picture card, etc) to respond to a conversational cue.</li> <li>Respond to cue of my turn/your turn.</li> </ul>

**General Education Standard:**  
**2.LVS.1.3. (Analysis) Students can utilize graphic organizers to organize information gained through listening or viewing.**

**Extended Content:**  
**2.A.LVS.1.3. (Application) Students can manipulate an organizer to find information.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Locate information on a visual organizer.	<ul style="list-style-type: none"> <li>• Locate date on calendar.</li> <li>• Use a daily schedule for location.</li> <li>• Locate information on a schedule to answer questions.</li> <li>• Locate information on a graphic organizer/Venn Diagram.</li> </ul>
<b>Applying:</b> Manipulate an organizer to find information.	<ul style="list-style-type: none"> <li>• Locate specific topics in an organizer.</li> </ul>
<b>Developing:</b> Follow a schedule within a daily routine.	<ul style="list-style-type: none"> <li>• Follow a visual or verbal schedule.</li> <li>• Follow a mini schedule.</li> </ul>
<b>Introducing:</b> Transition from one activity to another with a representation.	<ul style="list-style-type: none"> <li>• Carry book to library.</li> <li>• Carry ball to recess.</li> <li>• Match transition representation to representation at the location of the activity.</li> </ul>

**General Education Standard:**  
**2.LVS.1.4. (Synthesis) Students can deliver information on topics using facts and details.**

**Extended Content:**  
**2.A.LVS.1.4. (Comprehension) Students can communicate an answer to a simple yes/no question related to a topic.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Communicate an answer to a simple question related to a topic.	<ul style="list-style-type: none"> <li>• Communicate a response to a question related to a story.</li> <li>• Communicate a response to question related to a presentation.</li> </ul>
<b>Applying:</b> Communicate an answer to a simple yes/no question related to a topic.	<ul style="list-style-type: none"> <li>• Give a recognizable yes/no response to a core content question related to a story, activity, or presentation.</li> </ul>
<b>Developing:</b> Communicate a like or dislike related to a topic.	<ul style="list-style-type: none"> <li>• Indicate likes and dislikes related to a presented topic.</li> </ul>
<b>Introducing:</b> Communicate a like or dislike.	<ul style="list-style-type: none"> <li>• Indicate a like or dislike to a presented activity.</li> </ul>

**General Education Standard:**  
**2.LVS.1.5. (Application) Students can express ideas using content area vocabulary.**

**Extended Content:**  
**2.A.LVS.1.5. (Synthesis) Students communicate an idea within a group situation.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Communicate two ideas within a group situation.	<ul style="list-style-type: none"> <li>• Share two ideas related to topic.</li> <li>• Respond to other person’s ideas.</li> <li>• Participate in group discussion.</li> </ul>
<b>Applying:</b> Communicate an idea within a group situation.	<ul style="list-style-type: none"> <li>• Comment on a group discussion.</li> <li>• Participate in a group discussion.</li> </ul>
<b>Developing:</b> Communicate a piece of information to a group.	<ul style="list-style-type: none"> <li>• Share a piece of information in a group setting.</li> </ul>
<b>Introducing:</b> Attend/respond to a group discussion.	<ul style="list-style-type: none"> <li>• Respond to group discussion.</li> </ul>

**General Education Standard:**  
**2.LVS.1.6. (Analysis) Students can ask and respond to questions related to the topic.**

**Extended Content:**  
**2.A.LVS.1.6. (Comprehension) Student will answer a “wh” question related to a topic.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Give a response that includes a detail to respond to a simple question related to a topic.	<ul style="list-style-type: none"> <li>• Respond stating the fact with an element of detail. “The old woman,” He was wearing red overalls.”</li> </ul>
<b>Applying:</b> Answer a “wh” question related to a topic.	<ul style="list-style-type: none"> <li>• Answer a literal comprehension question.</li> <li>• Answer a who, what, when or where question</li> </ul>
<b>Developing:</b> Select an answer to a simple question related to a topic.	<ul style="list-style-type: none"> <li>• Use a topic board to respond to a question.</li> </ul>
<b>Introducing:</b> Attend/respond to questions and answers related to a topic.	<ul style="list-style-type: none"> <li>• Respond to questions about a topic.</li> </ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING THIRD GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<p><b>General Education Standard:</b>  <b>3.LVS.1.1. (Knowledge) Students can incorporate listening and viewing strategies to identify the content of the presentation.</b></p> <p><b>Extended Content:</b>  <b>3.A.LVS.1.1. (Knowledge) Students can incorporate listening and viewing strategies to identify a fact of a presentation.</b></p>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Incorporate listening and viewing strategies to identify two facts of a presentation.	<ul style="list-style-type: none"> <li>Following a presentation, give two facts.</li> </ul>
<b>Applying:</b> Incorporate listening and viewing strategies to identify a fact of a presentation.	<ul style="list-style-type: none"> <li>Use topic board, representation, verbal choices, etc., to indicate a fact.</li> </ul>
<b>Developing:</b> Use listening and viewing strategies to match a fact of a presentation.	<ul style="list-style-type: none"> <li>Match a representation of facts.</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation.	<ul style="list-style-type: none"> <li>Respond to a presentation.</li> </ul>

**General Education Standard:**  
**3.LVS.1.2. (Comprehension) Students can recall the content of a visual and auditory presentation.**

**Extended Content:**  
**3.A.LVS.1.2. (Comprehension) Students can recall a fact of a visual, auditory, and/or kinesthetic presentation.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Recall two facts of a visual, auditory, and/or kinesthetic presentation.	<ul style="list-style-type: none"> <li>• Use yes/no, topic boards, Intellikeys, augmentative communication, and/or verbal response show comprehension of two facts.</li> </ul>
<b>Applying:</b> Recall a fact of a visual, auditory, and/or kinesthetic presentation.	<ul style="list-style-type: none"> <li>• Use yes/no, topic boards, Intellikeys, augmentative communication, and/or verbal response show comprehension of 1 one fact.</li> </ul>
<b>Developing:</b> Match a fact from a visual, auditory, and/or kinesthetic presentation.	<ul style="list-style-type: none"> <li>• Match a representation depicting a fact from a presentation.</li> </ul>
<b>Introducing:</b> Attend/respond to a visual, auditory, or kinesthetic presentation.	<ul style="list-style-type: none"> <li>• Respond to a presentation.</li> </ul>

**General Education Standard:**  
**3.LVS.1.3. (Synthesis) Students can deliver a presentation incorporating descriptive vocabulary.**

**Extended Content:**  
**3.A.LVS.1.3. (Application) Students can deliver a presentation.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Deliver a presentation using expression.	<ul style="list-style-type: none"> <li>• Use appropriate facial expression and eye contact.</li> </ul>
<b>Applying:</b> Deliver a presentation.	<ul style="list-style-type: none"> <li>• Present a piece of information to a group. (ex. give weather report.)</li> <li>• Give a book report using technology.</li> </ul>
<b>Developing:</b> Present a piece of information to a group.	<ul style="list-style-type: none"> <li>• Match pictures to share information to a group.</li> <li>• Give a book report by showing the group representations from the story.</li> <li>• Match the information of the daily weather such as the temperature and weather condition.</li> <li>• Show pictures of family to give a presentation.</li> </ul>

<p><b>Introducing:</b> Present preprogrammed/premade information to a group.</p>	<ul style="list-style-type: none"> <li>• Access a switch to present information to a group. (Pre-made, Powerpoint)</li> <li>• Access a switch to present a pre-made presentation/PowerPoint to a group.</li> </ul>
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**General Education Standard:**  
**3.LVS.1.4. (Application) Students can demonstrate presentation skills.**

**Extended Content:**  
**3.A.LVS.1.4. (Knowledge) Students can imitate presentation skills.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<p><b>Advancing:</b> Use presentation skills.</p>	<ul style="list-style-type: none"> <li>• Incorporate one presentation skill such as facing the group, looking at the group, keeping head up, or showing information.</li> </ul>
<p><b>Applying:</b> Imitate presentation skills.</p>	<ul style="list-style-type: none"> <li>• Respond to request such as look at the group, show the group the picture, or put head up.</li> <li>• Imitate hand and facial gestures.</li> </ul>
<p><b>Developing:</b> Identify presentation skills.</p>	<ul style="list-style-type: none"> <li>• Identify a good presentation skill from a selection on a topic board, verbal list, or pictures.</li> </ul>
<p><b>Introducing:</b> Attend/respond to a demonstration on presentation skills.</p>	<ul style="list-style-type: none"> <li>• Respond to presentation skills.</li> </ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING FOURTH GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<p><b>General Education Standard:</b>  <b>4.LVS.1.1. (Application) Students can identify and explain the purpose of the presentation through listening and viewing.</b></p> <p><b>Extended Content:</b>  <b>4.A.LVS.1.1. (Comprehension) Students can match the purpose of the presentation through listening and viewing.</b></p>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Answer questions related to the purpose of the presentation.	<ul style="list-style-type: none"> <li>After listening to a presentation such as fire safety, DARE, a play, etc., can respond to questions.</li> </ul>
<b>Applying:</b> Match the purpose of the presentation through listening and viewing.	<ul style="list-style-type: none"> <li>When given a choice of answers either through yes/no response, topic boards, word lists, or pictures, to identify the purpose.</li> </ul>
<b>Developing:</b> Select representations related to the presentation.	<ul style="list-style-type: none"> <li>Select pictures/representation related to information in a presentation.</li> </ul>
<b>Introducing:</b> Following a presentation, student can attend/respond to a discussion related to the purpose of the presentation.	<ul style="list-style-type: none"> <li>Response to a discussion related to presentation.</li> </ul>

**General Education Standard:**  
**4.LVS.1.2. (Comprehension) Students can record and explain information while listening and viewing.**

**Extended Content:**  
**4.A.LVS.1.2. (Comprehension) Students can recall information from a listening and viewing activity.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Answer comprehension questions from a listening and viewing activity.	<ul style="list-style-type: none"> <li>• Use topic boards, word banks, assistive technology, answer basic who, what, where, when, questions related to a presented activity.</li> </ul>
<b>Applying:</b> Recall information from a listening and viewing activity.	<ul style="list-style-type: none"> <li>• Respond to questions such as: Officer Smith told us to say no to ____.</li> <li>• Respond to yes/no questions related to presentation.</li> </ul>
<b>Developing:</b> Identify information about a presentation.	<ul style="list-style-type: none"> <li>• Select representations/pictures/words related to a information from a presentation.</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation.	<ul style="list-style-type: none"> <li>• Respond to a presentation.</li> </ul>

**General Education Standard:**  
**4.LVS.1.3. (Synthesis) Students can express ideas and convey information in an oral presentation.**

**Extended Content:**  
**4.A.LVS.1.3. (Application) Students can participate in an oral presentation.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Deliver an oral presentation using visual aids.	<ul style="list-style-type: none"> <li>• Use pictures, objects, computer generated visual aids, overhead, posters, etc., when delivering a presentation.</li> <li>• Present information orally to a group. (pre-recorded text, augmentative communication, etc.)</li> </ul>
<b>Applying:</b> Participate in an oral presentation.	<ul style="list-style-type: none"> <li>• Show information such as visual aids.</li> <li>• Give opinion/like/dislike for a topic.</li> </ul>
<b>Developing:</b> Discuss characteristics of a quality oral presentation.	<ul style="list-style-type: none"> <li>• Eye contact, gestures.</li> </ul>
<b>Introducing:</b> Attend/respond to an oral presentation.	<ul style="list-style-type: none"> <li>• Respond to an oral presentation.</li> </ul>

**General Education Standard:**

**4.LVS.1.4. (Synthesis) Students can incorporate expanding vocabularies into a formal presentation.**

**Extended Content:**

**4.A.LVS.1.4. (Knowledge) Students can imitate expanded vocabulary (when modeled) in a presentation.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Use expanded vocabulary in a presentation.	<ul style="list-style-type: none"><li>• Give a presentation on maps and use vocabulary: map, legend, scale, compass rose.</li></ul>
<b>Applying:</b> Imitate expanded vocabulary (when modeled) in a presentation.	<ul style="list-style-type: none"><li>• Repeat sentences with vocabulary.</li></ul>
<b>Developing:</b> Identify expanded vocabulary in a presentation.	<ul style="list-style-type: none"><li>• Identify a vocabulary word in a written or spoken sentence. <b>Example:</b> map, key, legend etc...</li></ul>
<b>Introducing:</b> Engage in activities that build and expand vocabulary.	<ul style="list-style-type: none"><li>• Respond to vocabulary activities.</li></ul>

**General Education Standard:**

**4.LVS.1.5. (Synthesis) Students can integrate nonverbal techniques in oral communication.**

**Extended Content:**

**4.A.LVS.1.5. (Comprehension) Students can use gestures in a presentation.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Use gestures and visual aids in a presentation.	<ul style="list-style-type: none"><li>• Incorporate pointing/looking toward visual aid</li></ul>
<b>Applying:</b> Use gestures in a presentation.	<ul style="list-style-type: none"><li>• Use appropriate facial expressions when delivering presentation.</li><li>• Use pausing to obtain anticipatory excitement.</li><li>• Hold up a visual aid.</li><li>• Point to a visual aid during a presentation.</li></ul>
<b>Developing:</b> Identify gestures in a presentation.	<ul style="list-style-type: none"><li>• Match pictures/representations of a gesture or visual aid that could be used in a presentation.</li></ul>
<b>Introducing:</b> Attend/respond to gestures in a presentation.	<ul style="list-style-type: none"><li>• Respond to non-verbal techniques.</li></ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING AND SPEAKING FIFTH GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>5.LVS.1.1. (Knowledge) Students can identify the purpose and content of a presentation through listening and viewing.</b>	
<b>Extended Content:</b> <b>5.A.LVS.1.1. (Knowledge) Students can identify the purpose of a presentation through listening and viewing.</b>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Explain the purpose of a presentation through listening and viewing.	<ul style="list-style-type: none"> <li>Restate the purpose of a presentation through listening and viewing.</li> </ul>
<b>Applying:</b> Identify the purpose of a presentation through listening and viewing.	<ul style="list-style-type: none"> <li>Choose the main idea of a presentation through listening and viewing from a given list.</li> </ul>
<b>Developing:</b> Match purpose to presentation.	<ul style="list-style-type: none"> <li>Match purpose to picture representation with teacher prompt.</li> </ul>
<b>Introducing:</b> Attend/respond to purpose of presentation.	<ul style="list-style-type: none"> <li>Attend/respond to a presentation.</li> </ul>

**General Education Standard:**

**5.LVS.1.2. (Comprehension) Students can explain the purpose and content of the presentation.**

**Extended Content:**

**5.A.LVS.1.2. (Comprehension) Identify main idea of a presentation through listening and viewing.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Restate main idea of presentation through listening and viewing.	<ul style="list-style-type: none"><li>• Paraphrase main idea of presentation through listening and viewing with teacher prompt.</li></ul>
<b>Applying:</b> Identify main idea of a presentation through listening and viewing.	<ul style="list-style-type: none"><li>• Identify the main idea of a presentation through listening and viewing when given a list.</li></ul>
<b>Developing:</b> Recognize the main idea of a presentation.	<ul style="list-style-type: none"><li>• Repeat main idea from a presentation with teacher prompt.</li></ul>
<b>Introducing:</b> Attend/respond to main idea of a presentation.	<ul style="list-style-type: none"><li>• Attend/respond to main idea of a presentation using assistive technology.</li></ul>

**General Education Standard:**

**5.LVS.1.3. (Application) Students can select and organize relevant information gathered through listening and viewing.**

**Extended Content:**

**5.A.LVS.1.3. (Application) Students can classify relevant information in a presentation.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Select relevant information.	<ul style="list-style-type: none"><li>• Select the main points from the presentation through topic boards.</li><li>• Fill in blanks in guided notes as presentation is given.</li></ul>
<b>Applying:</b> Classify relevant information in a presentation.	<ul style="list-style-type: none"><li>• Highlight important information from script of presentation.</li><li>• Circle/highlight/identify words from presentation.</li></ul>
<b>Developing:</b> Identify specified information through listening and viewing.	<ul style="list-style-type: none"><li>• Match representations from information in a presentation.</li><li>• Point out representations from presentation.</li><li>• Raise hand/indicate a response when presented with related/non-related information in a presentation.</li></ul>

<b>Introducing:</b> Attend/respond to information of a presentation.	<ul style="list-style-type: none"> <li>• Respond to information from a presentation.</li> <li>• Access technology to indicate comprehension of a presentation.</li> </ul>
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**General Education Standard:**  
**5.LVS.1.4. (Application) Students can deliver a narrative oral presentation.**

**Extended Content:**  
**5.A.LVS.1.4. (Application) Students can deliver a presentation relating to a personal experience.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Deliver a presentation that provides information.	<ul style="list-style-type: none"> <li>• Present information that includes specific information related to an experience.</li> </ul>
<b>Applying:</b> Deliver a presentation relating to a personal experience.	<ul style="list-style-type: none"> <li>• Share about a vacation, Christmas, weekend, last evening, a new game, baseball practice, a movie.</li> </ul>
<b>Developing:</b> State one or two facts in a presentation relating to a personal experience.	<ul style="list-style-type: none"> <li>• Share information about personal experience such as: what they did over weekend, holiday, new game, baseball practice, going to a movie.</li> </ul>
<b>Introducing:</b> Deliver a presentation with assistance.	<ul style="list-style-type: none"> <li>• Access technology to share information about a personal experience.</li> <li>• Hit switch to change slides on PowerPoint presentation.</li> </ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND, SPEAKING SIXTH GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>6.LVS.1.1. (Comprehension) Students can interpret the purpose and content of the presentation by observing the speaker’s verbal and nonverbal cues.</b>	
<b>Extended Content:</b> <b>6.A.LVS.1.1. (Comprehension) Students can select the main idea and one fact from a presentation.</b>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Communicate the purpose and two facts from a presentation.	<ul style="list-style-type: none"> <li>• Respond to a question related to the purpose.</li> <li>• Respond to questions related to facts from the presentation.</li> </ul>
<b>Applying:</b> Select the main idea and one fact from a presentation.	<ul style="list-style-type: none"> <li>• Select the main idea and fact from a selection such as word bank, discussion.</li> </ul>
<b>Developing:</b> Select main idea of a presentation through listening and viewing.	<ul style="list-style-type: none"> <li>• Match representation of the main idea.</li> <li>• Sort relevant and irrelevant ideas from the presentation.</li> </ul>
<b>Introducing:</b> Attend/respond to a discussion related to the main idea and facts from a presentation.	<ul style="list-style-type: none"> <li>• Access technology to respond to facts from a presentation.</li> <li>• Respond to discussion related to main idea and facts of presentation.</li> </ul>

**General Education Standard:**

**6.LVS.1.2. (Application) Students can organize and present narrative and informative presentations using main ideas and supporting details.**

**Extended Content:**

**6.A.LVS.1.2. (Application) Students can present information that includes a main idea and two supporting details.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Organize and present information that includes a main idea and three supporting details.	<ul style="list-style-type: none"><li>• Give information to group that is organized and includes a main idea and three supporting details.</li><li>• Use a visual aid that includes a graphic organizer.</li></ul>
<b>Applying:</b> Present information that includes a main idea and two supporting details.	<ul style="list-style-type: none"><li>• Present information to group that is organized and includes a main idea and two supporting details.</li><li>• Use a visual aid that includes a graphic organizer.</li></ul>
<b>Developing:</b> Organize information from a presentation into categories of main idea and supporting details.	<ul style="list-style-type: none"><li>• Use graphic organizer to match main idea and supporting detail.</li></ul>
<b>Introducing:</b> Attend/respond to the main idea and a supporting detail.	<ul style="list-style-type: none"><li>• Respond when asked “the main idea is ___”.</li><li>• Access switch to indicate the main idea or supporting fact.</li></ul>

**General Education Standard:**

**6.LVS.1.3. (Knowledge) Students can identify facts and opinions in auditory and visual information.**

**Extended Content:**

**6.A.LVS.1.3. (Knowledge) Students can identify the difference between a fact and an opinion.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify one fact and one opinion in auditory and visual information.	<ul style="list-style-type: none"><li>• Identify facts and opinions in commercials.</li></ul>
<b>Applying:</b> Identify the difference between a fact and an opinion.	<ul style="list-style-type: none"><li>• Recognize key words that indicate a fact. (the research says, the author states)</li><li>• Recognize key words that indicate an opinion. (I believe, I think)</li></ul>

<p><b>Developing:</b> Match a clear fact from auditory or visual information.</p>	<ul style="list-style-type: none"> <li>• Match pictures of facts from a presentation.</li> <li>• Hold up card or verbalize that the information was a fact in a presentation.</li> </ul>
<p><b>Introducing:</b> Attend/respond to a presentation and subsequent discussion related to the facts and opinions in the presentation.</p>	<ul style="list-style-type: none"> <li>• Respond to the discussion.</li> <li>• Access a switch to indicate a fact or opinion.</li> </ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING SEVENTH GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>7.LVS.1.1. (Evaluation) Students can evaluate the purpose and content of the presentation using listening and viewing skills.</b>	
<b>Extended Content:</b> <b>7.A.LVS.1.1. (Analysis) Students can state the purpose of the presentation.</b>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Explain the purpose of the presentation.	<ul style="list-style-type: none"> <li>Explain presentation with a brief statement. <b>Example:</b> This presentation was about how to measure for cooking.</li> </ul>
<b>Applying:</b> State the purpose of the presentation.	<ul style="list-style-type: none"> <li>Give a 1-2 word purpose. <b>Example:</b> Student answers could be: Flowers, cells, measuring.</li> </ul>
<b>Developing:</b> Recognize the purpose of the presentation.	<ul style="list-style-type: none"> <li>Choose purpose of a presentation. <b>Example:</b> Presentation on flowers, student will choose between a representation of a flower and a dog.</li> </ul>
<b>Introducing:</b> Attend/respond to the purpose of the presentation.	<ul style="list-style-type: none"> <li>Attend/respond to presentation purpose. <b>Example:</b> Use a voice activated switch with purpose of a presentation.</li> </ul>

**General Education Standard:**  
**7.LVS.1.2. (Comprehension) Students can express orally how audience and purpose influence speech format.**

**Extended Content:**  
**7.A.LVS.1.2. (Comprehension) Students can explain how listeners shape a speaker’s message.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Describe how listeners shape a speaker’s message.	<ul style="list-style-type: none"> <li>Give a brief description of why a fire fighter’s message is different for children and adults.</li> </ul>
<b>Applying:</b> Explain how listeners shape a speaker’s message.	<ul style="list-style-type: none"> <li>Say what a firefighter might say to children and to adults.</li> </ul>
<b>Developing:</b> State that listeners shape a speaker’s message.	<ul style="list-style-type: none"> <li>Match specific listeners to a presenter.  <b>Example:</b> Firefighter as presenter  Match “Stop, Drop and Roll” to students and smoke detectors to adults</li> </ul>
<b>Introducing:</b> Attend/respond to how listeners shape a speaker’s message.	<ul style="list-style-type: none"> <li><b>Example:</b> Activate a switch to say Firefighters talk to young kids about “Stop, Drop and Roll” and talk to adults about smoke detectors.</li> </ul>

**General Education Standard:**  
**7.LVS.1.3. (Synthesis) Students can create clear and organized descriptive, informative, and narrative presentations.**

**Extended Content:**  
**7.A.LVS.1.3. (Application) Students can create a presentation with a clear message.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Create an organized presentation with a clear message.	<ul style="list-style-type: none"> <li>Present on a specific topic.  <b>Example:</b> flowers, fish, science topic...</li> </ul>
<b>Applying:</b> Create a presentation with a clear message.	<ul style="list-style-type: none"> <li>Give a presentation on a specific topic.  <b>Example:</b> sharks, flowers, cells...</li> </ul>
<b>Developing:</b> Create a brief presentation with a clear message.	<ul style="list-style-type: none"> <li>Give a presentation on a specific well known topic.  <b>Example:</b> family, friends, school...</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation with a clear message.	<ul style="list-style-type: none"> <li>Attend/respond by activating a switch to indicate a short statement on a known topic.</li> </ul>

**General Education Standard:**

**7.LVS.1.4. (Evaluation) Students can evaluate the use of facts and opinions expressed in auditory and visual information.**

**Extended Content:**

**7.A.LVS.1.4. (Comprehension) Students can recognize the use of facts and opinion.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify the use of facts and opinions.	<ul style="list-style-type: none"><li>• Given a brief statement, students will identify one fact and one opinion.</li></ul>
<b>Applying:</b> Recognize the use of facts and opinions.	<ul style="list-style-type: none"><li>• Recognize fact. (Your eyes are blue.)</li><li>• Recognize opinion. (Your eyes are pretty.)</li></ul>
<b>Developing:</b> Label the use of facts and opinions.	<ul style="list-style-type: none"><li>• Match facts to facts and opinions to opinions.</li></ul>
<b>Introducing:</b> Attend/respond to the use of facts and opinions.	<ul style="list-style-type: none"><li>• Indicate a fact and opinion by using a computer program or voice activated switch.</li></ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING EIGHTH GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<p><b>General Education Standard:</b>  <b>8.LVS.1.1. (Evaluation) Students can evaluate information in auditory and visual communication.</b></p> <p><b>Extended Content:</b>  <b>8.A.LVS.1.1. (Comprehension) Students can recognize relevant information in auditory and visual communication.</b></p>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify relevant information in auditory and visual communication.	<ul style="list-style-type: none"> <li>Identify one piece of information from auditory communication and one piece from visual communication.</li> </ul>
<b>Applying:</b> Recognize relevant information in auditory and visual communication.	<ul style="list-style-type: none"> <li>Identify what the speaker says is auditory information and what the listeners see is visual information.</li> </ul>
<b>Developing:</b> Repeat relevant information in auditory and visual communication.	<ul style="list-style-type: none"> <li>Repeat one piece of relevant information.</li> </ul>
<b>Introducing:</b> Attend/respond to relevant information in auditory and visual communication.	<ul style="list-style-type: none"> <li>Indicate a relevant piece of information.</li> </ul>

**General Education Standard:**

**8.LVS.1.2. (Analysis) Students can analyze audio/visual aids in presentations.**

**Extended Content:**

**8.A.LVS.1.2. (Knowledge) Students can identify audio/visual aids in presentations.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Use one audio/visual aid in a presentation.	<ul style="list-style-type: none"><li>• Use a short video clip (tv or computer), show a picture or play a tape in a presentation.</li></ul>
<b>Applying:</b> Identify audio/visual aids in presentations.	<ul style="list-style-type: none"><li>• Identify an audio/visual aid that was used.</li></ul>
<b>Developing:</b> Label audio/visual aids in presentations.	<ul style="list-style-type: none"><li>• Identify the following as audio/visual aids: <b>Example:</b> PowerPoints, objects, pictures, videos, audio tapes.</li></ul>
<b>Introducing:</b> Attend/respond to audio/visual aids in presentations.	<ul style="list-style-type: none"><li>• Respond to audio/visual aids. <b>Example:</b> Use instruments or music to show audio/visual aids.</li></ul>

**General Education Standard:**

**8.LVS.1.3. (Application) Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.**

**Extended Content:**

**8.A.LVS.1.3. (Comprehension) Students can recognize nonverbal communication.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Identify nonverbal communication.	<ul style="list-style-type: none"><li>• Identify a form of non-verbal communication.</li></ul>
<b>Applying:</b> Recognize nonverbal communication.	<ul style="list-style-type: none"><li>• Recognize non-verbal communication. (gestures, eye contact, posture)</li></ul>
<b>Developing:</b> Imitate nonverbal communication.	<b>Example:</b> Hand gestures, standing or sitting up straight (posture).
<b>Introducing:</b> Attend/respond to nonverbal communication.	<ul style="list-style-type: none"><li>• Practice hand gestures.</li></ul>

**General Education Standard:**

**8.LVS.1.4. (Synthesis) Students can deliver a persuasive presentation.**

**Extended Content:**

**8.A.LVS.1.4. (Comprehension) Students can identify a persuasive topic.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Develop a persuasive topic.	<ul style="list-style-type: none"><li>• Pick one topic to develop.</li></ul>
<b>Applying:</b> Identify a persuasive topic.	<ul style="list-style-type: none"><li>• Choose persuasive topics. <b>Example:</b> facts on sharks or having year round school</li></ul>
<b>Developing:</b> Label a persuasive topic.	<ul style="list-style-type: none"><li>• Label a topic persuasive. (using file folders)</li></ul>
<b>Introducing:</b> Attend/respond to a persuasive topic.	<ul style="list-style-type: none"><li>• Use a switch to indicate a persuasive topic.</li></ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING NINTH GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

**General Education Standard:**

**9.LVS.1.1. (Analysis) Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.**

**Extended Content:**

**9.A.LVS.1.1. (Analysis) Students can indicate the effects of images, text, and sound in media.**

<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Explain the use of images, text, and sound in media.	<ul style="list-style-type: none"> <li>• Explain how images persuade.</li> </ul>
<b>Applying:</b> Indicate the effects of images, text, and sound in media.	<ul style="list-style-type: none"> <li>• Indicate one image that appeals to them.</li> </ul>
<b>Developing:</b> Recognize the use of images, text, and sound in media.	<ul style="list-style-type: none"> <li>• View a TV commercial and recognize images.</li> </ul>
<b>Introducing:</b> Attend/respond to the use of images, text, and sound in media.	<ul style="list-style-type: none"> <li>• Attend/respond to a TV commercial.</li> </ul>

**General Education Standard:**  
**9.LVS.1.2. (Synthesis) Students can implement organizational methods for informative presentations.**

**Extended Content:**  
**9.A.LVS.1.2. (Synthesis) Students can sequence two to three ideas in a presentation.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Sequence four or more ideas in a presentation.	<b>Example:</b> Present butterfly life cycle in order. 1. Egg 2. Larva 3. Caterpillar 4. Cocoon 5. Butterfly
<b>Applying:</b> Sequence two to three ideas in a presentation.	<b>Example:</b> Sequence two to three phases of a butterfly life cycle. 1. Egg 2. Caterpillar 3. Butterfly
<b>Developing:</b> Match two to three ideas in a presentation.	<b>Example:</b> Match cycles of the butterfly life cycle.
<b>Introducing:</b> Attend/respond to three to four ideas in a presentation.	<b>Example:</b> Attend/respond to stages of the butterfly life cycle or other science presentations.

**General Education Standard:**  
**9.LVS.1.3. (Application) Students can clarify and defend positions with precise and relevant evidence within an informal setting.**

**Extended Content:**  
**9.A.LVS.1.3. (Application) Students can indicate personal opinions within an informal setting.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Explain personal opinions within an informal setting.	<ul style="list-style-type: none"> <li>Explain opinion.  <b>Example:</b> I like the Chicago Cubs because they have the best players.</li> </ul>
<b>Applying:</b> Indicate personal opinions within an informal setting.	<ul style="list-style-type: none"> <li>Give a personal opinion.  <b>Example:</b> I like the Chicago Cubs.</li> </ul>
<b>Developing:</b> Recognize personal opinions within an informal setting.	<ul style="list-style-type: none"> <li>Match personal opinions.  <b>Example:</b> Each student has a personal matching sheet with their favorite foods, sports teams, seasons, etc...</li> </ul>

<b>Introducing:</b> Attend/respond to personal opinions within an informal setting.	<ul style="list-style-type: none"> <li>Attend/respond to conversations on opinions.</li> </ul>
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**General Education Standard:**  
**9.LVS.1.4. (Application) Students can support a presentation with audio/visual aids and technology considering audience and purpose.**

**Extended Content:**  
**9.A.LVS.1.4. (Application) Students can prepare a presentation with at least one audio/visual/technological aid.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Prepare a presentation with two or more audio/visual/technological aid.	<b>Examples:</b> <ol style="list-style-type: none"> <li>Personal pictures</li> <li>Internet to show vacation location</li> <li>Home DVD of trip</li> </ol>
<b>Applying:</b> Prepare a presentation with at least one audio/visual/technological aid.	<b>Examples:</b> <ol style="list-style-type: none"> <li>Show personal pictures</li> </ol>
<b>Developing:</b> Match audio/visual/technological aids with a presentation.	<ul style="list-style-type: none"> <li>Match pictures of a family vacation.</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation with audio/visual/technological aids.	<ul style="list-style-type: none"> <li>Attend/respond to representation of presentation aids.</li> </ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING TENTH GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>10.LVS.1.1. (Analysis) Students can analyze visual and auditory impact on the credibility and reliability of the message.</b>	
<b>Extended Content:</b> <b>10.A.LVS.1.1. (Comprehension) Students can state one item in a picture and/or words that makes the message accurate and dependable.</b>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> State how pictures and words do/do not make the message accurate and dependable.	<ul style="list-style-type: none"> <li>Given an internet site of a product, student will recognize what makes the picture accurate. <b>Example:</b> Picture of a vase – Accuracy could be the color of the vase. But the inaccuracy of the picture could be the size.</li> </ul>
<b>Applying:</b> State one item in a picture and/or words that makes the message accurate and dependable.	<ul style="list-style-type: none"> <li>Given a product to find on the internet, student states one description that makes the photo accurate. <b>Examples:</b> color, brand name</li> </ul>
<b>Developing:</b> Recognize how pictures and words make the message accurate and dependable.	<ul style="list-style-type: none"> <li>Given a product on the Internet, will point to a picture of the product.</li> </ul>

<b>Introducing:</b> Attend/respond to how pictures and words make the message accurate and dependable.	<ul style="list-style-type: none"> <li>Attend/respond to pictures/words/representations of products.</li> </ul>
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**General Education Standard:**  
**10.LVS.1.2. (Evaluation) Students can evaluate the effectiveness of arguments used by speakers.**

**Extended Content:**  
**10.A.LVS.1.2. (Comprehension) Students can state if the speaker has been convincing.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Explain if the speaker has been convincing.	<ul style="list-style-type: none"> <li>Explains one piece of information from a speaker that makes the speaker convincing.  <b>Example:</b> Police Officer – Don’t drink and drive because you could kill yourself or others on the road.</li> </ul>
<b>Applying:</b> State if the speaker has been convincing.	<ul style="list-style-type: none"> <li>States a speaker is convincing and one fact.  <b>Example:</b> Police officer – I want to stay off drugs because they are dangerous.</li> </ul>
<b>Developing:</b> Recognize if the speaker has been convincing.	<ul style="list-style-type: none"> <li>Answers yes/no questions about a speaker’s presentation.  <b>Example:</b> Did the police officer make you want to stay off drugs?</li> </ul>
<b>Introducing:</b> Attend/respond to a presentation on being a convincing speaker.	<ul style="list-style-type: none"> <li>Attend/respond to a police officer talking about drugs.</li> </ul>

**General Education Standard:**  
**10.LVS.1.3. (Analysis) Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.**

**Extended Content:**  
**10.A.LVS.1.3. (Application) Students can demonstrate verbal and nonverbal communication.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> State how verbal and nonverbal communication can make a difference for the listener.	<ul style="list-style-type: none"> <li>After attending an assembly, student will state verbal and non verbal communication.  <b>Example:</b> The speaker used a high and low tone of voice and was running around the stage to get a point across.</li> </ul>

<b>Applying:</b> Demonstrate verbal and nonverbal communication.	<ul style="list-style-type: none"> <li>Demonstrate verbal and nonverbal communication. <b>Example:</b> Show facial gestures – serious, funny, mad. <b>Example:</b> Show hand gestures.</li> </ul>
<b>Developing:</b> Imitate verbal and nonverbal communication.	<ul style="list-style-type: none"> <li>Imitate facial and hand gestures.</li> </ul>
<b>Introducing:</b> Attend/respond to how verbal and nonverbal communication can make a difference for the listener.	<ul style="list-style-type: none"> <li>With hand-over-hand assistance, practice hand gestures.</li> </ul>

<p><b>General Education Standard:</b>  <b>10.LVS.1.4. (Application) Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.</b></p> <p><b>Extended Content:</b>  <b>10.A.LVS.1.4. (Application) Students can support a position.</b></p>	
Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Demonstrate support of a position.	<ul style="list-style-type: none"> <li>Produce one piece of evidence that supports a position. <b>Example:</b> Use an article from the newspaper that supports a position on global warming.</li> </ul>
<b>Applying:</b> Support a position.	<ul style="list-style-type: none"> <li>Give one reason why the class should take a field trip to a farm.</li> </ul>
<b>Developing:</b> Recognize a position.	<ul style="list-style-type: none"> <li>Given a presentation, answer yes/no questions to show support. <b>Example:</b> “Do you want to go on a family vacation?”</li> </ul>
<b>Introducing:</b> Attend/respond to a position.	<ul style="list-style-type: none"> <li>Attend/respond to a presentation on a position.</li> </ul>

<p><b>General Education Standard:</b>  <b>10.LVS.1.5. (Synthesis) Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.</b></p> <p><b>Extended Content:</b>  <b>10.A.LVS.1.5. (Comprehension) Students can recognize listener reactions.</b></p>
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Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Describe listener reactions.	<ul style="list-style-type: none"> <li>After an assembly on drugs, describe the audience reaction. <b>Example:</b> People cried when they showed the car in a drunk driving accident.</li> </ul>
<b>Applying:</b> Recognize listener reactions.	<ul style="list-style-type: none"> <li>After watching videos of an audience, student will recognize reactions. <b>Example:</b> Laughter, crying, disgust</li> </ul>
<b>Developing:</b> Watch listeners for reactions.	<ul style="list-style-type: none"> <li>Match laughter to happy, grumbling to sad, crying to sad.</li> </ul>
<b>Introducing:</b> Attend/respond to listeners for reactions.	<ul style="list-style-type: none"> <li>Attend/respond to emotional reactions.</li> </ul>

**General Education Standard:**

**10.LVS.1.6. (Evaluation) Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.**

**Extended Content:**

**10.A.LVS.1.6. (Knowledge) Students can choose a topic for a specific occasion.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Choose a topic for a specific occasion and audience.	<ul style="list-style-type: none"> <li>Choose a topic about weekend activities to share with current events class.</li> </ul>
<b>Applying:</b> Choose a topic for a specific occasion.	<ul style="list-style-type: none"> <li>Choose to talk about Christmas gifts at Christmas time.</li> </ul>
<b>Developing:</b> Match a topic to a specific occasion.	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>Planting flowers – spring</li> <li>Shoveling snow – winter</li> <li>Swimming pool – summer</li> <li>Pumpkin patch – fall</li> </ol>
<b>Introducing:</b> Attend/respond to a topic for a specific occasion.	<ul style="list-style-type: none"> <li>Attend/respond to lectures on topics.</li> </ul>

**General Education Standard:**

**10.LVS.1.7. (Application) Students can incorporate verbal techniques in formal speeches or presentations.**

**Extended Content:**

**10.A.LVS.1.7. (Comprehension) Students can practice rate in a presentation.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Vary emphasis and rate in a presentation.	<ul style="list-style-type: none"> <li>• Vary speaking voice. (fast, slow, loud, soft, high, low)</li> </ul>
<b>Applying:</b> Practice rate in a presentation.	<ul style="list-style-type: none"> <li>• Practice talking fast/slow.</li> </ul>
<b>Developing:</b> Match emphasis variation in a presentation.	<ul style="list-style-type: none"> <li>• Match a fast rate to a fast rate and match a slow rate to a slow rate.</li> <li>• Use music have student move fast to fast music and slow to slow music.</li> </ul>
<b>Introducing:</b> Attend/respond to emphasis in a presentation.	<ul style="list-style-type: none"> <li>• Attend/respond to someone talking fast and slow.</li> </ul>

**General Education Standard:**  
**10.LVS.1.8 (Synthesis) Students can construct and deliver a variety of formal speeches or presentations.**

**Extended Content:**  
**10.A.LVS.1.8 (Application) Students can construct presentations.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Construct and deliver presentations.	<ul style="list-style-type: none"> <li>• Construct and deliver two-minute presentation on a president.</li> </ul>
<b>Applying:</b> Construct presentations.	<ul style="list-style-type: none"> <li>• Construct a short presentation on a president.</li> </ul>
<b>Developing:</b> View presentations.	<ul style="list-style-type: none"> <li>• View student presentation on a president and answer yes/no questions.</li> </ul>
<b>Introducing:</b> Attend/respond to presentations.	<ul style="list-style-type: none"> <li>• Attend/respond to student presentations on presidents.</li> </ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING ELEVENTH GRADE**

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<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<p><b>General Education Standard:</b>  <b>11.LVS.1.1 (Evaluation) Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.</b></p> <p><b>Extended Content:</b>  <b>11.A.LVS.1.1 (Knowledge) Students can recognize the use of eye contact and organization in a presentation.</b></p>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Recognize the use of eye contact, organization, and body language in a presentation.	<ul style="list-style-type: none"> <li>State examples of when a speaker used eye contact, organization and/or body language.  <b>Example:</b> When the speaker was talking about bad self esteem, he/she was slouched over.</li> </ul>
<b>Applying:</b> Recognize the use of eye contact and organization in a presentation.	<ul style="list-style-type: none"> <li>Make eye contact with a presenter.</li> </ul>
<b>Developing:</b> Imitate the use of eye contact.	<ul style="list-style-type: none"> <li>Practice making eye contact in a conversation.</li> </ul>
<b>Introducing:</b> Attend/respond to the use of eye contact and organization in a presentation.	<ul style="list-style-type: none"> <li>Attend/respond to someone making eye contact.</li> </ul>

**General Education Standard:**  
**11.LVS.1.2. (Evaluation) Students can evaluate logical and critical thinking used in communication.**

**Extended Content:**  
**11.A.LVS.1.2. (Knowledge) Students can recognize common sense used in communication.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Discuss common sense used in communication.	<ul style="list-style-type: none"> <li>Discuss common sense at the dinner table.  <b>Example:</b> It is good to ask someone to pass the potatoes because if I just reach for them I may spill my milk.</li> </ul>
<b>Applying:</b> Recognize common sense used in communication.	<ul style="list-style-type: none"> <li>Recognize taking turns in conversation.</li> </ul>
<b>Developing:</b> Point out common sense used in communication.	<ul style="list-style-type: none"> <li>Match definition of common sense.</li> </ul>
<b>Introducing:</b> Attend/respond to common sense used in communication.	<ul style="list-style-type: none"> <li>Attend/respond to a presentation on common sense.</li> </ul>

**General Education Standard:**  
**11.LVS.1.3. (Application) Students can implement rhetorical devices in oral presentations.**

**Extended Content:**  
**11.A.LVS.1.3. (Comprehension) Students can ask and answer a question in a presentation.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Ask a question, answer the question, and use repetition in a presentation.	<ul style="list-style-type: none"> <li>Given a science presentation, ask a question on sharks, answer the question and restate the answer.</li> </ul>
<b>Applying:</b> Ask and answer a question in a presentation.	<ul style="list-style-type: none"> <li>Given a science presentation, ask a question about sharks and answer the question.</li> </ul>
<b>Developing:</b> Match the question to an answer in a presentation.	<ul style="list-style-type: none"> <li>After attending to a presentation of where animals live, match sharks to ocean, cows to land, birds to sky.</li> </ul>
<b>Introducing:</b> Attend/respond to a question in a presentation.	<ul style="list-style-type: none"> <li>Attend/respond to questions after a presentation.</li> <li>Answer yes/no questions with use of a voice-activated switch.</li> </ul>

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT  
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

**LISTENING, VIEWING, AND SPEAKING TWELFTH GRADE**

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate the following knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate the following knowledge and skills once in one setting with support.

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

<b>General Education Standard:</b> <b>12.LVS.1.1. (Evaluation) Students can evaluate diction, tone, and syntax used in communication.</b>	
<b>Extended Content:</b> <b>12.A.LVS.1.1. (Comprehension) Students can describe the effect of words used in communication.</b>	
<b>Grade Level Alternate Academic Achievement Descriptors</b>	<b>Target Skills</b>
<b>Advancing:</b> Discuss the effect of words used in communication.	<ul style="list-style-type: none"> <li>Present a video on name calling and discuss connotations.</li> </ul>
<b>Applying:</b> Describe the effect of words used in communication.	<b>Example:</b> Saying “I don’t like you” can hurt your feelings.
<b>Developing:</b> Match the effect of words used in communication.	<ul style="list-style-type: none"> <li>Match emotional words. (feelings – happy, sad, surprised, mad)</li> </ul>
<b>Introducing:</b> Attend/respond to the effect of words used in communication.	<ul style="list-style-type: none"> <li>Attend/respond to presentation on emotions. Use computer activated programs to complete program on feelings. (ex. Intellitools)</li> </ul>

**General Education Standard:**  
**12.LVS.1.2. (Evaluation) Students can evaluate the interactions between society and media.**

**Extended Content:**  
**12.A.LVS.1.2. (Comprehension) Students can describe how media affects society.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Discuss how media affects society.	<ul style="list-style-type: none"> <li>View/attend to a newscast and discuss one story and how it affects society.  <b>Example:</b> View a story on obesity and describe the media effect. (commercial with cartoon characters promoting cereal)</li> </ul>
<b>Applying:</b> Describe how media affects society.	<ul style="list-style-type: none"> <li>View/attend to a newscast and recognize a story in society.  <b>Example:</b> Obesity, global warming, violence in video games</li> </ul>
<b>Developing:</b> Identify how media affects society.	<ul style="list-style-type: none"> <li>View/attend to a story on childhood obesity.</li> </ul>
<b>Introducing:</b> Attend/respond to how media affects society.	<ul style="list-style-type: none"> <li>Attend/respond to a news story in society.</li> </ul>

**General Education Standard:**  
**12.LVS.1.3. (Synthesis) Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.**

**Extended Content:**  
**12.A.LVS.1.3. (Synthesis) Students can create a multimedia presentation.**

Grade Level Alternate Academic Achievement Descriptors	Target Skills
<b>Advancing:</b> Present a multimedia product.	<ul style="list-style-type: none"> <li>Present a multimedia presentation on animals using PowerPoint. (group project)</li> </ul>
<b>Applying:</b> Create a multimedia presentation.	<ul style="list-style-type: none"> <li>Create a multimedia presentation on PowerPoint. (two-three slides)</li> </ul>
<b>Developing:</b> View a multimedia presentation.	<ul style="list-style-type: none"> <li>View a student's multimedia presentation on animals.</li> </ul>
<b>Introducing:</b> Attend/respond to a multimedia presentation.	<ul style="list-style-type: none"> <li>Attend/respond to a student multimedia presentation.</li> </ul>

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# South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities

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Listening, Viewing, Speaking Summary



Board Approved  
November 19, 2007

## Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

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## KINDERGARTEN LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
K.LVS.1.1. (Knowledge) Follow simple two-step oral directions.	K.A.LVS.1.1. (Knowledge) Follow three or more one-step directions with a model.
K.LVS.1.2. (Application) Follow rules of conversation in group situations.	K.A.LVS.1.2. (Knowledge) Focus on teacher/speaker presenting information.
K.LVS.1.3. (Application) Identify different facial expressions, body language, and signals.	K.A.LVS.1.3. (Knowledge) Match feelings/signals to representations.
K.LVS.1.4. (Application) Use patterns and picture organizers to remember everyday information.	K.A.LVS.1.4. (Application) Transition from one activity to another with a representative cue.
K.LVS.1.5. (Comprehension) Speak in complete sentences to tell about people, places, or things.	K.A.LVS.1.5. (Comprehension) Complete a sentence with a representation to communicate a want.
K.LVS.1.6. (Application) Contribute to group discussions on a topic.	K.A.LVS.1.6. (Comprehension) Communicate using a representation that matches the discussion topic.
K.LVS.1.7. (Application) Tell about an experience or story in sequence with or without visual aids.	K.A.LVS.1.7. (Knowledge) Participate in sharing and telling about an item or experience with others with teacher prompts.
K.LVS.1.8. (Knowledge) Recite short poems, rhymes, songs, and stories with repeated patterns.	K.A.LVS.1.8. (Knowledge) Imitate repetitive parts of rhymes, poems, stories or songs with representational cues.
K.LVS.1.9. (Knowledge) Identify personal and emergency information.	K.A.LVS.1.9. (Knowledge) Identify personal information (name) with a representational cue.

### South Dakota Kindergarten Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Follow four or more one-step directions with a representation.</li> <li>• Focus on speaker while maintaining a quiet voice.</li> <li>• Identify feelings/signals from a representation.</li> <li>• Follow a schedule within their daily routine.</li> <li>• Create a sentence with representations to communicate a want or a need.</li> <li>• Communicate an answer to a simple question on the discussion topic.</li> <li>• Share and tell one detail about an item with others when given a representational prompt.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate repetitive parts of rhymes, poems, stories or songs with representational cues.</li> <li>• Identify personal information (name and immediate family members) with a representational cue.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Follow three or more one-step directions with a representation.</li> <li>• Focus on teacher/speaker presenting information.</li> <li>• Match feelings/signals to representations.</li> <li>• Transition from one activity to another with a representative cue.</li> <li>• Complete a sentence with a representation to communicate a want or need.</li> <li>• Communicate using a representation about the discussion topic.</li> <li>• Participate in sharing and telling about an item with others with teacher prompts.</li> <li>• Imitate repetitive parts of rhymes, poems, stories or songs with representational cues.</li> <li>• Identify personal information (name) with a representational cue.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Respond to name and imitate a one-step direction.</li> <li>• Focus on a familiar object/sound.</li> <li>• Imitate feeling in representation of facial expression.</li> <li>• Choose between two representations of activities.</li> <li>• Communicate a want with a representation.</li> <li>• Communicate through matching representations about the discussion topic.</li> <li>• Participate in sharing an item with others.</li> <li>• Participate in repetitive parts of rhymes, poems, stories or songs with representational cues.</li> <li>• Match personal information (name) to representational cue.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to their first name.</li> <li>• Localize to a sound/cue.</li> <li>• Respond to settings of like/dislike nonverbally.</li> <li>• Attend/respond to a representation of an activity.</li> <li>• Attend/respond to a representation to communicate a want.</li> <li>• Attend/respond to a representation about the discussion topic.</li> <li>• Attend/respond to item being shared with group.</li> <li>• Attend/respond to repetitive parts of rhymes, poems, stories or songs.</li> <li>• Attend/respond to personal information (name).</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

# FIRST GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
1. LVS.1.1. (Application) Repeat and follow three-step oral directions.	1. A.LVS.1.1. (Knowledge) Imitate two step directions.
1. LVS.1.2. (Application) Follow rules of conversation in a group situation.	1. A.LVS.1.2. (Knowledge) Follow rules of conversation in a one-to-one setting with a model to participate in one conversational turn.
1. LVS.1.3. (Application) Utilize visual organizers which include words for listening and viewing.	1. A.LVS.1.3. (Comprehension) Follow a schedule within a daily routine.
1. LVS.1.4. (Comprehension) Tell stories in sequence with details.	1. A.LVS.1.4. (Comprehension) Participate in sharing and telling about a personal experience with others.
1. LVS.1.5. (Synthesis) Express ideas in complete sentences using correct grammar.	1. A.LVS.1.5. (Application) Create (verbal/pictorial or representational object) a sentence with representations to communicate a want or a need.
1. LVS.1.6. (Comprehension) Answer questions related to the topic.	1. A.LVS.1.6. (Comprehension) Communicate an answer to a simple question on the discussion topic.
1. LVS.1.7. (Knowledge) Tell extended personal information.	1. A.LVS.1.7. (Knowledge) Identify personal information (name, family members) with a representational cue.

## South Dakota First Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Follow two-step directions with gesture/picture cues.</li> <li>• Follow rules of conversation to participate in one conversational turn in a group situation.</li> <li>• Manipulate an organizer to find information.</li> <li>• Share two details from a story or personal experience.</li> <li>• Create a sentence with representations to communicate an idea.</li> <li>• Communicate an answer to a simple wh- question on the discussion topic.</li> <li>• Identify personal information (name, family members, town and phone number) with a representational cue.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Imitate two step directions.</li> <li>• Follow rules of conversation in a one-to-one setting with a model to</li> </ul>

	<p>participate in one conversational turn.</p> <ul style="list-style-type: none"> <li>• Follow a schedule within a daily routine.</li> <li>• Participate in sharing and telling about a personal experience with others.</li> <li>• Create (verbal/pictorial or representational object) a sentence with representations to communicate a want or a need.</li> <li>• Communicate an answer to a simple question on the discussion topic.</li> <li>• Identify personal information (name and family members) with a representational cue.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Follow five one step directions.</li> <li>• Respond to a conversational turn in a one on one situation.</li> <li>• Transition from one activity to another with a representation.</li> <li>• Participate in sharing a personal experience with others.</li> <li>• Complete a sentence with a representation to communicate a want or need.</li> <li>• Communicate using a representation about the discussion topic.</li> <li>• Match personal information (name and family members) with a representational cue.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to name and request to imitate an action.</li> <li>• Respond to cue to take a conversational turn during a one on one situation.</li> <li>• Attends to representation of the presented activity.</li> <li>• Attend/respond to a personal experience being shared with group.</li> <li>• Attend/respond to a representation to communicate a want or a need.</li> <li>• Attend/respond to a discussion on a topic with a representation.</li> <li>• Attend/respond to personal information (name and family members) with a representational cue.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## SECOND GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
2. LVS.1.1. (Application) Repeat and follow four-step oral directions.	2. A.LVS.1.1. (Comprehension) Follow two-step directions.
2. LVS.1.2. (Application) Follow rules of conversation and respond appropriately.	2. A.LVS.1.2. (Comprehension) Follow rules of conversation in a one-to-one setting.
2. LVS.1.3. (Analysis) Utilize graphic organizers to organize information gained through listening or viewing.	2. A.LVS.1.3. (Application) Manipulate an organizer to find information.
2. LVS.1.4. (Synthesis) Deliver information on topics using facts and details.	2. A.LVS.1.4. (Comprehension) Communicate an answer to a simple yes/no question related to a topic.
2. LVS.1.5. (Application) Express ideas using content area vocabulary.	2. A.LVS.1.5. (Synthesis) Communicate an idea within a group situation.
2. LVS.1.6. (Analysis) Ask and respond to questions related to the topic.	2. A.LVS.1.6. (Comprehension) Answer a “wh” question related to a topic.

### South Dakota Second Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>● Follow three-step directions with a representation.</li> <li>● Follow rules of conversation in a small group setting.</li> <li>● Locate information on a visual organizer.</li> <li>● Communicate an answer to a simple question related to a topic.</li> <li>● Communicate two ideas within a group situation.</li> <li>● Give a response that includes a detail to respond to a simple question related to a topic.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>● Follow two-step directions.</li> <li>● Follow rules of conversation in a one-to-one setting.</li> <li>● Manipulate an organizer to find information.</li> <li>● Communicate an answer to a simple yes/no question related to a topic.</li> <li>● Communicate an idea within a group situation.</li> <li>● Answer a “wh” question related to a topic.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>● Imitate two-step directions.</li> <li>● Follow rules of conversation in a one-to-one setting with a model.</li> <li>● Follow a schedule within a daily routine.</li> <li>● Communicate a like or dislike related to a topic.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate a piece of information to a group.</li> <li>• Select an answer to a simple question related to a topic.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Respond to name and follow a one-step direction with a representation.</li> <li>• Participate in turn-taking activities.</li> <li>• Transition from one activity to another with a representation.</li> <li>• Communicate a like or dislike.</li> <li>• Attend/respond to a group discussion.</li> <li>• Attend/respond to questions and answers related to a topic.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## THIRD GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
3. LVS.1.1. (Knowledge) Incorporate listening and viewing strategies to identify the content of the presentation.	3. A.LVS.1.1. (Knowledge) Incorporate listening and viewing strategies to identify a fact of a presentation.
3. LVS.1.2. (Comprehension) Recall the content of a visual and auditory presentation.	3. A.LVS.1.2. (Comprehension) Recall a fact of a visual, auditory, and/or kinesthetic presentation.
3. LVS.1.3. (Synthesis) Deliver a presentation incorporating descriptive vocabulary.	3. A.LVS.1.3. (Application) Deliver a presentation.
3. LVS.1.4. (Application) Demonstrate presentation skills.	3. A.LVS.1.4. (Knowledge) Imitate presentation skills.

### South Dakota Third Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Incorporate listening and viewing strategies to identify two facts of a presentation.</li> <li>• Recall two facts of a visual, auditory, and/or kinesthetic presentation.</li> <li>• Deliver a presentation using expression.</li> <li>• Use presentation skills.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Incorporate listening and viewing strategies to identify a fact of a presentation.</li> <li>• Recall a fact of a visual, auditory, and/or kinesthetic presentation.</li> <li>• Deliver a presentation.</li> <li>• Imitate presentation skills.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Use listening and viewing strategies to match a fact of a presentation.</li> <li>• Match a fact from a visual, auditory, and/or kinesthetic presentation.</li> <li>• Present a piece of information to a group.</li> <li>• Identify presentation skills.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to a presentation.</li> <li>• Attend/respond to a visual, auditory, or kinesthetic presentation.</li> <li>• Present preprogrammed/premade information to a group.</li> <li>• Attend/respond to a demonstration on presentation skills.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## FOURTH GRADE LISTENING, VIEWING, SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
4. LVS.1.1. (Application) Identify and explain the purpose of the presentation through listening and viewing.	4. A.LVS.1.1. (Comprehension) Match the purpose of the presentation through listening and viewing.
4. LVS.1.2. (Comprehension) Record and explain information while listening and viewing.	4. A.LVS.1.2. (Comprehension) Recall information from a listening and viewing activity.
4. LVS.1.3. (Synthesis) Express ideas and convey information in an oral presentation.	4. A.LVS.1.3. (Application) Participate in an oral presentation.
4. LVS.1.4. (Synthesis) Incorporate expanding vocabularies into a formal presentation.	4. A.LVS.1.4. (Knowledge) Imitate expanded vocabulary (when modeled) in a presentation.
4. LVS.1.5. (Synthesis) Integrate nonverbal techniques in oral communication.	4. A.LVS.1.5. (Comprehension) Use gestures in a presentation.

### South Dakota Fourth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Answer questions related to the purpose of the presentation.</li> <li>• Answer comprehension questions from a listening and viewing activity.</li> <li>• Deliver an oral presentation using visual aids.</li> <li>• Use expanded vocabulary in a presentation.</li> <li>• Use gestures and visual aids in a presentation.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Match the purpose of the presentation through listening and viewing.</li> <li>• Recall information from a listening and viewing activity.</li> <li>• Participate in an oral presentation.</li> <li>• Imitate expanded vocabulary (when modeled) in a presentation.</li> <li>• Use gestures in a presentation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Select representations related to the presentation.</li> <li>• Identify information about a presentation.</li> <li>• Discuss characteristics of a quality oral presentation.</li> <li>• Identify expanded vocabulary in a presentation.</li> <li>• Identify gestures in a presentation.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Following a presentation, student can attend/respond to a discussion related to the purpose of the presentation.</li> <li>• Attend/respond to a presentation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Attend/respond to an oral presentation.</li> <li>• Engage in activities that build and expand vocabulary.</li> <li>• Attend/respond to gestures in a presentation.</li> </ul>
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<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## FIFTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
5. LVS.1.1. (Knowledge) Identify the purpose and content of a presentation through listening and viewing.	5. A.LVS.1.1. (Knowledge) Identify the purpose of a presentation through listening and viewing.
5. LVS.1.2. (Comprehension) Explain the purpose and content of the presentation.	5. A.LVS.1.2. (Comprehension) Identify main idea of a presentation through listening and viewing
5. LVS.1.3. (Application) Select and organize relevant information gathered through listening and viewing.	5. A.LVS.1.3. (Application) Classify relevant information in a presentation.
5. LVS.1.4. (Application) Deliver a narrative oral presentation.	5. A.LVS.1.4. (Application) Deliver a presentation relating to a personal experience

### South Dakota Fifth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of a presentation through listening and viewing.</li> <li>• Restate main idea of presentation through listening and viewing.</li> <li>• Select relevant information.</li> <li>• Deliver a presentation that provides information.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Identify the purpose of a presentation through listening and viewing.</li> <li>• Identify main idea of a presentation through listening and viewing.</li> <li>• Classify relevant information in a presentation.</li> <li>• Deliver a presentation relating to a personal experience.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Match purpose to presentation.</li> <li>• Recognize the main idea of a presentation.</li> <li>• Identify specified information through listening and viewing.</li> <li>• State one or two facts in a presentation relating to a personal experience.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to purpose of a presentation.</li> <li>• Attend/respond to main idea of a presentation.</li> <li>• Attend/respond to information of a presentation.</li> <li>• Deliver a presentation with assistance.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.

<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## SIXTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
6. LVS.1.1. (Comprehension) Interpret the purpose and content of the presentation by observing the speaker’s verbal and nonverbal cues.	6. A.LVS.1.1. (Comprehension) Select the main idea and one fact from a presentation.
6. LVS.1.2. (Application) Organize and present narrative and informative presentations using main ideas and supporting details.	6. A.LVS.1.2. (Application) Present information that includes a main idea and two supporting details.
6. LVS.1.3. (Knowledge) Identify facts and opinions in auditory and visual information.	6. A.LVS.1.3. (Knowledge) Identify the difference between a fact and an opinion.

### South Dakota Sixth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Communicate the purpose and two facts from a presentation.</li> <li>• Organize and present information that includes a main idea and three supporting details.</li> <li>• Identify one fact and one opinion in auditory and visual information.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Select the main idea and one fact from a presentation.</li> <li>• Present information that includes a main idea and two supporting details.</li> <li>• Identify the difference between a fact and an opinion.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Select main idea of a presentation through listening and viewing.</li> <li>• Organize information from a presentation into categories of main idea and supporting details.</li> <li>• Match a clear fact from auditory or visual information.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to a discussion related to the main idea and facts from a presentation.</li> <li>• Attend/respond to the main idea and a supporting detail.</li> <li>• Attend/respond to a presentation and subsequent discussion related to the facts and opinions in the presentation.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal

	support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## SEVENTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
7. LVS.1.1. (Evaluation) Evaluate the purpose and content of the presentation using listening and viewing skills.	7. A.LVS.1.1. (Analysis) State the purpose of the presentation.
7. LVS.1.2. (Comprehension) Express orally how audience and purpose influence speech format.	7. A.LVS.1.2. (Comprehension) Explain how listeners shape a speaker's message.
7. LVS.1.3. (Synthesis) Create clear and organized descriptive, informative, and narrative presentations.	7. A.LVS.1.3. (Application) Create a presentation with a clear message.
7. LVS.1.4. (Evaluation) Evaluate the use of facts and opinions expressed in auditory and visual information.	7. A.LVS.1.4. (Comprehension) Recognize the use of facts and opinions.

### South Dakota Seventh Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of the presentation.</li> <li>• Describe how listeners shape a speaker's message.</li> <li>• Create an organized presentation with a clear message.</li> <li>• Identify the use of facts and opinions.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• State the purpose of the presentation.</li> <li>• Explain how listeners shape a speaker's message.</li> <li>• Create a presentation with a clear message.</li> <li>• Recognize the use of facts and opinions.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize the purpose of the presentation.</li> <li>• State that listeners shape a speaker's message.</li> <li>• Create a brief presentation with a clear message.</li> <li>• Label the use of facts and opinions.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to the purpose of the presentation.</li> <li>• Attend/respond to how listeners shape a speaker's message.</li> <li>• Attend/respond to a presentation with a clear message.</li> <li>• Attend/respond to the use of facts and opinions.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## EIGHTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
8. LVS.1.1. (Evaluation) Evaluate information in auditory and visual communication.	8. A.LVS.1.1. (Comprehension) Recognize relevant information in auditory and visual communication.
8. LVS.1.2. (Analysis) Analyze audio/visual aids in presentations.	8. A.LVS.1.2. (Knowledge) Identify audio/visual aids in presentations.
8. LVS.1.3. (Application) Integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.	8. A.LVS.1.3. (Comprehension) Recognize nonverbal communication.
8. LVS.1.4. (Synthesis) Deliver a persuasive presentation.	8. A.LVS.1.4. (Comprehension) Identify a topic as persuasive.

### South Dakota Eighth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Identify relevant information in auditory and visual communication.</li> <li>• Use one audio/visual aid in a presentation.</li> <li>• Identify nonverbal communication.</li> <li>• Develop a persuasive topic.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Recognize relevant information in auditory and visual communication.</li> <li>• Identify audio/visual aids in presentations.</li> <li>• Recognize nonverbal communication.</li> <li>• Identify a persuasive topic.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Repeat relevant information in auditory and visual communication.</li> <li>• Label audio/visual aids in presentations.</li> <li>• Imitate nonverbal communication.</li> <li>• Label a persuasive topic.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to relevant information in auditory and visual communication.</li> <li>• Attend/respond to audio/visual aids in presentations.</li> <li>• Attend/respond to nonverbal communication.</li> <li>• Attend/respond to a persuasive topic.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one

	setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## NINTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
9. LVS.1.1. (Analysis) Analyze the use of images, text, and sound in media for accuracy, validity, and influence.	9. A.LVS.1.1. (Analysis) Indicate the effects of images, text, and sound in media.
9. LVS.1.2. (Synthesis) Implement organizational methods for informative presentations.	9. A.LVS.1.2. (Synthesis) Sequence two to three ideas in a presentation.
9. LVS.1.3. (Application) Clarify and defend positions with precise and relevant evidence within an informal setting.	9. A.LVS.1.3. (Application) Indicate personal opinions within an informal setting.
9. LVS.1.4. (Application) Support a presentation with audio/visual aids and technology considering audience and purpose.	9. A.LVS.1.4. (Application) Prepare a presentation with at least one audio/visual/technological aid.

### South Dakota Ninth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Explain the use of images, text, and sound in media.</li> <li>• Sequence four or more ideas in a presentation.</li> <li>• Explain personal opinions within an informal setting.</li> <li>• Prepare a presentation with two or more audio/visual/technological aid.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Indicate the effects of images, text, and sound in media.</li> <li>• Sequence two to three ideas in a presentation.</li> <li>• Indicate personal opinions within an informal setting.</li> <li>• Prepare a presentation with at least one audio/visual/technological aid.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize the use of images, text, and sound in media.</li> <li>• Match two to three ideas in a presentation.</li> <li>• Recognize personal opinions within an informal setting.</li> <li>• Match audio/visual/technological aids with a presentation.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to the use of images, text, and sound in media.</li> <li>• Attend/respond to three to four ideas in a presentation.</li> <li>• Attend/respond to personal opinions within an informal setting.</li> <li>• Attend/respond to a presentation with audio/visual/technological aids.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.

<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## TENTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
10. LVS.1.1. (Analysis) Analyze visual and auditory impact on the credibility and reliability of the message.	10. A.LVS.1.1. (Comprehension) State one item in a pictures and/or words that makes the message accurate and dependable.
10. LVS.1.2. (Evaluation) Evaluate the effectiveness of arguments used by speakers.	10. A.LVS.1.2. (Comprehension) State if the speaker has been convincing.
10. LVS.1.3. (Analysis) Analyze how verbal and nonverbal communication can influence the interpretation of the message.	10. A.LVS.1.3. (Application) Demonstrate verbal and nonverbal communication.
10. LVS.1.4. (Application) Clarify and defend positions with precise and relevant evidence in a formal presentation or speech.	10. A.LVS.1.4. (Application) Support a position.
10. LVS.1.5. (Synthesis) Monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.	10. A.LVS.1.5. (Comprehension) Recognize listener reactions.
10. LVS.1.6. (Evaluation) Evaluate the relationship among purpose, audience, and content of speeches or presentations.	10. A.LVS.1.6. (Knowledge) Choose a topic for a specific occasion.
10. LVS.1.7. (Application) Incorporate verbal techniques in formal speeches or presentations.	10. A.LVS.1.7. (Comprehension) Practice rate in a presentation.
10. LVS.1.8. (Synthesis) Construct and deliver a variety of formal speeches or presentations.	10. A.LVS.1.8. (Application) Construct presentations.

### South Dakota Tenth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• State how pictures and words do/do not make the message accurate and dependable.</li> <li>• Explain if the speaker has been convincing.</li> <li>• State how verbal and nonverbal communication can make a difference for the listener.</li> <li>• Demonstrate support of a position.</li> <li>• Describe listener reactions.</li> <li>• Choose a topic for a specific occasion and audience.</li> <li>• Vary emphasis and rate in a presentation.</li> <li>• Construct and deliver presentations.</li> </ul>

<b>Applying</b>	<ul style="list-style-type: none"> <li>• State one item in a pictures and/or words that makes the message accurate and dependable.</li> <li>• State if the speaker has been convincing.</li> <li>• Demonstrate verbal and nonverbal communication.</li> <li>• Support a position.</li> <li>• Recognize listener reactions.</li> <li>• Choose a topic for a specific occasion.</li> <li>• Practice rate in a presentation.</li> <li>• Construct presentations.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Recognize how pictures and words make the message accurate and dependable.</li> <li>• Recognize if the speaker has been convincing.</li> <li>• Imitate verbal and nonverbal communication.</li> <li>• Recognize a position.</li> <li>• Watch listeners for reactions.</li> <li>• Match a topic to a specific occasion.</li> <li>• Match emphasis variation in a presentation.</li> <li>• View presentations.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to how pictures and words make the message accurate and dependable.</li> <li>• Attend/respond to a presentation on being a convincing speaker.</li> <li>• Attend/respond to how verbal and nonverbal communication can make a difference for the listener.</li> <li>• Attend/respond to a position.</li> <li>• Attend/respond to listeners for reactions.</li> <li>• Attend/respond to a topic for a specific occasion.</li> <li>• Attend/respond to emphasis in a presentation.</li> <li>• Attend/respond to presentations.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## ELEVENTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
11. LVS.1.1. (Evaluation) Evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.	11.A.LVS.1.1. (Knowledge) Recognize the use of eye contact and organization in a presentation.
11. LVS.1.2. (Evaluation) Evaluate logical and critical thinking used in communication.	11.A.LVS.1.2. (Knowledge) Recognize common sense used in communication.
11. LVS.1.3. (Application) Implement rhetorical devices in oral presentations.	11.A.LVS.1.3. (Comprehension) Ask and answer a question in a presentation.

### South Dakota Eleventh Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Recognize the use of eye contact, organization, and body language in a presentation.</li> <li>• Discuss common sense used in communication.</li> <li>• Ask a question, answer the question, and use repetition in a presentation.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Recognize the use of eye contact and organization in a presentation.</li> <li>• Recognize common sense used in communication.</li> <li>• Ask and answer a question in a presentation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Imitate the use of eye contact.</li> <li>• Point out common sense used in communication.</li> <li>• Match the question to an answer in a presentation.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to the use of eye contact and organization in a presentation.</li> <li>• Attend/respond to common sense used in communication.</li> <li>• Attend/respond to a question in a presentation.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.

## TWELFTH GRADE LISTENING, VIEWING, AND SPEAKING EXTENDED CONTENT

**Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.**

General Education Standards	Extended Content
12. LVS.1.1. (Evaluation) Evaluate diction, tone, and syntax used in communication.	12. A.LVS.1.1. (Comprehension) Describe the effect of words used in communication.
12. LVS.1.2. (Evaluation) Evaluate the interactions between society and media.	12. A.LVS.1.2. (Comprehension) Describe how media affects society.
12. LVS.1.3. (Synthesis) Narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.	12. A.LVS.1.3. (Synthesis) Create a multimedia presentation.

### South Dakota Twelfth Grade Listening, Viewing, and Speaking Alternate Academic Achievement Descriptors

Levels	Descriptors
<b>Advancing</b>	<ul style="list-style-type: none"> <li>• Discuss the effect of words used in communication.</li> <li>• Discuss how media affects society.</li> <li>• Present a multimedia product.</li> </ul>
<b>Applying</b>	<ul style="list-style-type: none"> <li>• Describe the effect of words used in communication.</li> <li>• Describe how media affects society.</li> <li>• Create a multimedia presentation.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>• Match the effect of words used in communication.</li> <li>• Identify how media affects society.</li> <li>• View a multimedia presentation.</li> </ul>
<b>Introducing</b>	<ul style="list-style-type: none"> <li>• Attend/respond to the effect of words used in communication.</li> <li>• Attend/respond to how media affects society.</li> <li>• Attend/respond to a multimedia presentation.</li> </ul>

<b>Continuum of frequency, setting, and support.</b>	
<b>4</b>	Students demonstrate knowledge and skills consistently across multiple settings without support.
<b>3</b>	Students demonstrate knowledge and skills more than once in more than one setting without support.
<b>2</b>	Students demonstrate knowledge and skills once in one setting with minimal support.
<b>1</b>	Students attempt to demonstrate knowledge and skills once in one setting with support.